JOURNAL of GEOGRAPHY

for Teachers of
ELEMENTARY,
HIGH SCHOOL
and COLLEGE
GEOGRAPHY

Volume LVI

January, 1957

Number 1

PUBLISHED BY
A. J. NYSTROM & CO.,
FOR THE NATIONAL COUNCIL OF GEOGRAPHY TEACHERS
THOMAS FRANK BARTON, EDITOR

by

VERNOR C. FINCH
ARTHUR H. ROBINSON
GLENN T. TREWARTHA
EDWIN H. HAMMOND

University of Wisconsin

McGraw-Hill Series in Geography

• NEW FOURTH EDITIONS—IN PRESS •

★★★ ELEMENTS OF GEOGRAPHY—*Fourth Edition*

. . . for twenty years, a leader in the field of introductory geography. Now completely revised, with many improvements and additions, this important new fourth edition includes such new chapters as "The Elements and Types of Terrain," "The Continental Margins and the Sea Floor," and "The Seas." The treatment of climate has been extensively revised to include the rapid growth of atmospheric science during the postwar period. The chapters on water and biotic resources and on soils have undergone major revisions. In addition, there is a wealth of new maps and illustrations, with many others redrawn and improved. The unique feature of the text is its approach to physical geography as an analysis of the resource base for nations and peoples.

★ ★ ★ ★ ★ ★

★★★ PHYSICAL ELEMENTS OF GEOGRAPHY—*Fourth Edition*

. . . comprising the first three-quarters of *Elements of Geography*, this newly revised edition is designed to supply textual material covering the physical elements of geography in a form particularly suited to classroom discussion in beginning courses in college geography. It includes the introductory material of *Elements*, and Part I, Physical Elements, of the bigger book. Omitted is Part II, Population, and Part III, Cultural Elements. A completely new world base map on a new interrupted equal-area projection is included in the folded plates of both texts.

Send for copies on approval

McGRAW-HILL BOOK COMPANY, INC.

330 West 42nd Street — New York 36, N.Y.

Mention the JOURNAL—It Assures Service

The JOURNAL *of* GEOGRAPHY

CONTENTS FOR JANUARY, 1957

Improving the College Training of Geography Majors. By Henry J. Warman 3

Dr. Warman is Associate Professor and Secretary, Graduate School of Geography, Clark University; past President of the National Council for Geographic Education and the New England Association for Social Studies Teachers. For many years he has been directly concerned with the development of superior teaching techniques at all educational levels.

The Geography of Recreation on a Tropical Island: Jamaica. By Ross Pearson 12

Dr. Pearson is Associate Professor of Geography, University of Michigan. He is particularly interested in Latin America and recreational geography.

A Successful Method of Teaching Geography at the Junior High School Level. By John A. Bonham 22

Mr. Bonham is head of the Department of Geography, West Chester Joint Junior and Senior High Schools.

European Satellites of the U.S.S.R. By Herbert Vent 26

Dr. Vent is in the Air University, Maxwell Air Force Base in Alabama as an educational specialist in geography, political science, and international relations.

Mexican Reclamation and Changing Trade Relations with the United States. By Willis B. Merriam 33

Dr. Merriam is Associate Professor of Geography at the State College of Washington. He has done extensive field work and writing on the west coast area from Alaska to Mexico City.

George Thomas Renner Receives the Distinguished Service Award .. 36

Editorial Notes and News 38

National Council at Work. By Norman Carls 39

Geographical Publications 40

Contents of the JOURNAL are indexed regularly in the *Educational Index to Periodicals.*

Authors alone are responsible for opinions and statements in the JOURNAL.

PRINTED IN THE U.S.A.

The JOURNAL *of* GEOGRAPHY

THOMAS FRANK BARTON, *Editor* (On leave)
GEORGE J. MILLER, *Acting Editor*
JACK C. RANSOME, *Assistant Editor*
Indiana University, Bloomington, Indiana

Associate Editors

EARL B. SHAW, State Teachers College, Worcester, Mass.
NEVILLE V. SCARFE, University of British Columbia, Vancouver
R. S. FUNDERBURK, Central Washington College of Education, Ellensburg
MARY VIOLA PHILLIPS, New Kensington Senior High School, Pennsylvania
ZOE A. THRALLS, University of Pittsburgh
HENRY J. WARMAN, Clark University
CLYDE F. KOHN, Northwestern University
OTIS W. FREEMAN, State Teachers College, Indiana, Pennsylvania
MAMIE L. ANDERZHON, William Beye School, Oak Park, Illinois
LORRIN G. KENNAMER, University of Texas

National Council for Geographic Education

INA CULLOM ROBERTSON, *President*, State Teachers College, Valley City, North Dakota
JOHN W. MORRIS, *Secretary*, The University of Oklahoma, Norman, Oklahoma

---

SUBSCRIPTION TERMS

The subscription price is $4.00 a year payable in advance. The price of single copies is 50 cents. Postage prepaid on subscriptions from the United States, Canada, Canal Zone, Republic of Panama, Puerto Rico, Cuba, Virgin Islands of the United States, Dominican Republic, Philippines, Guam, Samoan Islands, Hawaii, Mexico, Costa Rica, Guatemala, Nicaragua, Republic of Honduras, Salvador, Argentina, Bolivia, Brazil, Colombia, Ecuador, Paraguay, Peru, Uruguay, Spain and Spanish Colonies. All other countries in the Postal Union add for postage 45¢ on annual subscriptions (total $4.45), on single copies 5¢ (total 55¢). All subscriptions are payable in United States Dollars.

The JOURNAL is the official organ of the National Council for Geographic Education and is sent to all members. The annual dues, $4.00, are payable to the JOURNAL OF GEOGRAPHY. Extra postage rates for copies sent to foreign countries should be added to the membership dues. Make all remittances payable to the JOURNAL OF GEOGRAPHY, in postal or express money orders or bank drafts.

Send manuscript and books for notice or review to the Editor.
Send orders for back numbers to JOURNAL OF GEOGRAPHY.

Published monthly except June, July and August

PUBLICATION OFFICES: 450-454 AHNAIP STREET, MENASHA, WISCONSIN

Business Correspondence, Membership Dues, and Subscriptions may be sent to Publication office or to

A. J. NYSTROM AND COMPANY
PUBLISHERS, JOURNAL OF GEOGRAPHY
3333 ELSTON AVENUE, CHICAGO 18

Entered as second-class matter January 15, 1919 at the post office of Menasha, Wisconsin under the Act of March 3, 1879.

JOURNAL OF GEOGRAPHY PRIZE TO AUTHORS

Annually a Geographic Education Prize of $25.00 is awarded for outstanding articles published in the JOURNAL. In the even numbered years the prize is for the Elementary level and in the odd years for the High School level.

The JOURNAL *of* GEOGRAPHY

Copyright 1957, by the National Council for Geographic Education

VOLUME LVI JANUARY 1957 NUMBER V

IMPROVING THE COLLEGE TRAINING OF GEOGRAPHY MAJORS*

HENRY J. WARMAN
Clark University, Worcester, Mass.

At the very outset of this imposing, one might say overwhelming, task of making suggestions on how to improve the training of geography majors in colleges and universities it is necessary that one fundamental fact be recognized. It is this. Permeating all that is to be said here about geography teaching, geography courses, and geography curricula is the basic common purpose all teachers, regardless of field or subject matter, must have—namely, to educate the undergraduate student in the broadest interpretation of the term. This means literally to "lead him out"; to discover his aptitudes; to increase his powers to explore present and past, indoor and outdoor realms of knowledge, including those stored in books and people as well as in nature; to make him aware of content, relationships and processes not necessarily, certainly not only, in the field of geography; to have him see that in pursuing knowledge the horizon is always just beyond the reach.

To achieve this manifold purpose we have dedicated our lives. To most of us the achievements of our students will never be known. We have committed ourselves to a purpose or goal which will not be realized in our time. Such was the lot of our predecessors, such will be the lot of those who follow us. But we can do no less than to transmit the cultural heritage of the past.

It will take years, if ever, for most of us to find out if our students have comprehended; if their college and community life has performed its highest traditions. We cannot test adequately, but we still strive to know. With these few reflections as background for what is to follow let us proceed to the immediate, every day responsibilities we have with geography majors.

* Presented at the Atlantic City Meeting of the National Council of Geography Teachers, November, 1956.

CURRICULUM IMPROVEMENT IMPLIES GREATER STUDENT COMPREHENSION

While one may wait years to find out if his students comprehend the teachings completely most of us cannot wait. We strive to discover what we have accomplished. To my knowledge there are three ways to find out what a person knows. One is to see how he acts thru the years. (So far I have not been permitted to wait 10 or 15 years to turn in my grades to the Recorder so that I could observe the students I have taught.) The remaining two ways to find out what a person knows really can be combined into one—ask him! He can write down his answers, or give them to you orally. I am inclined to think that with large classes today the latter method is being sadly neglected and the former is being reduced to a maze of monosyllabic answers like "yes, no, true, false." Even the words "perhaps," "probably," and "maybe" or "possibly" are frowned upon. One *must* make a decision. The shameful thing seems to be indecision or vacillation. I might ask how can one decide satisfactorily the limits of the Mediterranean region; yet some of our most successful textbooks have been those which are written on a hard and fast nation or regional basis.

What do we expect our students to give us as answers when we ask them to tell us or write them down? Just how does a geography department, not just the individual teacher, decide what is to be and what has been comprehended by students enrolled as geography majors? Here is the starting point for improving the curriculum. I would like to take the liberty of showing you how one geography department was forced to think along these lines. This particular department agreed to establish a "Senior Survey" seminar and to give "comprehensive examinations" in the student's major subject in the spring of the senior year. "The examinations are to test the student's grasp of the subject as a whole and not duplicate the individual course examinations. They are designed to determine whether the student has achieved a reasonable integration of the subject matter which has been presented in the separate courses.

" 'Comprehensive examinations' consist of at least four hours of written work plus a possible oral or laboratory examination. Students who do not pass the comprehensive examinations will be entitled to one re-examination during the following academic year,

but no student will be given a third examination except by express permission of the College Board.'"[1]

The commitment made by the department to give comprehensive examinations carried with it some very grave responsibilities. A student who failed the comprehensive even tho he passed all course work could not graduate. Then, too, if he were expected to integrate the subject matter what leadership did he need, or was he to be left to his own resources? Three very significant questions—possibly the most significant to any department—had to be answered. The first is "Just what do you want a geography major to comprehend?" The second is "How do you prepare the student to meet the challenge?" The third is "What kinds of test questions can you frame which are comprehensive in nature?"

There were other questions too—such as: how do you score the results; must all staff members read all questions on all papers; do you give the same questions each year? It is not my purpose to delve into the last few but to deal with the "comprehensive examination" which the geography staff members themselves frequently are forced to take in order to answer the first three cited above: What should be comprehended, How do you prepare the student, and What questions do you ask to reveal comprehension?

What Should Be Comprehended by Geography Majors?

The approach to the first of the big questions seemed to be twofold in nature since there are some geography majors who go on to graduate school and some who do not. The more the problem was discussed the more evident became the over-all purpose of education, "to liberate the mind." Instead of narrowing the field and channeling the geography course work the very opposite was done in order to provide, at the undergraduate level, a better balanced liberal education. At first glance it may appear that this was a loss to geography. On the contrary—it plays to geography's greatest strength, *the wide horizon.* We who work and live in the field know that the geographer has an approach to liberal education which is extremely satisfying. Our responsibility is to be sure that those who express a desire to be a geography major catch the gleam of the great horizons put before us by other contributors, to see things not

[1] University directive concerning Comprehensive Examinations sent to cooperating departments by the College Board.

only geographic but humanly and socially meaningful as well.

But one asks, "Surely you geographers have some specific things to offer and to do. Else why do you have a department?" Let us get to them. They are tangible recommendations. They help answer the second question "How do you prepare the student for the comprehensive examination?" During his training the following might be used as a guide.

1. Is the student's liking for maps being satisfied? Does he speak the map language of geographers? Does he understand the cartographic principles and their practice on such things as the projections and the use of them? Does he possess the skills to illustrate his work such as term papers, reports, or a thesis? Can he travel vicariously? Does he use maps to learn and also to express his learnings? Does he use graphs, charts, diagrams, and sketches as readily as he uses words and numbers?
2. Can he interpret the physical *and cultural features* as well as the marginal data of the "100 set" of topographic maps of his own country—the United States? When the student is in the field, with or without a map, is he alert to the actual forms and patterns on the map or those which should be put on his map? Is he quick to identify, to compare or to differentiate?
3. Does the student know the world framework or distribution of the world's products, industrial and agricultural? More important, does he know the world distribution of population—by numbers, density, composition and trends? Does he see people as people and not as dots on a map?
4. Does he understand the basic controls of weather and climate? These affect all peoples on earth. Has the world distribution of climatic types been learned and been related to land forms, soils, vegetation, agriculture, manufacturing, trade, and population?
5. In addition to a knowledge of "what has come on to the earth from above," thru weather and climate, does he know "what has come up from below" to create the land form? In other words, has he had a course in geology, geomorphology or physiography?
6. Has he been given detailed insight to a fairly large area such as a continent, or preferably a "cultural region" such as Anglo-America, Latin America, Negro Africa, Moslem World, and so forth? Does he realize that it is but an introduction—that the remainder of his life may be devoted to learning about the area? Does he see the geography of a place continuing thru time?
7. Does the student know that he is one of a great many geographers, who thru the long years have contributed effort, time and thought to the field and its literature? In other words, is he somewhat aware of the vast geographical heritage?
8. Does he realize that the so-called geography he has had thru his four years is not an encompassing, sharply delineated or confined training but does constitute an attempt to show him the all-permeating, outgoing nature of the field?

How Does One Prepare a Student for the Comprehensive Examination?

From the foregoing one can summarize the course suggestions by using these words—maps, field work, economic geography,

people, weather, climate, soil, vegetation, origin and process of land formation, a region, and historical geography. However, let us return to the first paragraph of this paper—to the commitment of all teachers to widen the horizon of all students, regardless of the chosen major. True, we are approaching the ultimate goal along the geography road and our advisees, our "majors," need the above course suggestions. They need them, but in a sequence that makes sense, a sequence that might call for "pre-requisites." Just how they should fall I am not exactly certain but I would postpone any regional studies until most of the others were completed. Remember, that references in this paper are made to "majors"—those who already have designated geography as their chosen field.[2]

The preparation of these majors demands careful counselling by advisors, particularly as to the so-called "related fields." Here are several suggestions.

1. If people are to be understood better why not parallel a population study with work in anthropology, biology, and/or botany to understand life processes of man, plants and animals; with work in psychology to gain insight to man's mental powers (he above all animals, possesses the power of volition, the power to choose); with work in sociology, economics, or cultural anthropology to better understand how men live in groups?
2. If geography majors are to study another culture region why not open the door to the culture thru the language of the culture region?
3. Studies of great events thru time to go along with studies of place surely should be advised. Whether these related studies be called history, political geography or spread of civilization does not matter. The important thing is to realize that much has gone before and much will come after us.
4. For the "major" who shows early some bent for technical aspects of the field, such as weather and climate, soils, why not recommend work in mathematics, chemistry, physics (thermo-dynamics, for example, to apply to the great atmospheric heat engine).
5. Some work in philosophy to tie much of the above together. (As Professor Sauer has said "Social Science as practiced today has not replaced moral philosophy."[3])

If formal work in the latter is impossible another method may be used. At our instruction periods the members of the staff, most possessing Doctor of Philosophy degrees, sat with the seniors in a non-credit seminar, meeting once a week for a period of 8 weeks. Each professor informally treated not only topics and problems

[2] No reference is made to such courses as advocated at Louisiana State. The writer agrees heartily with the statement of purpose in the Introduction to "Culture Worlds," by Russell and Kniffen.

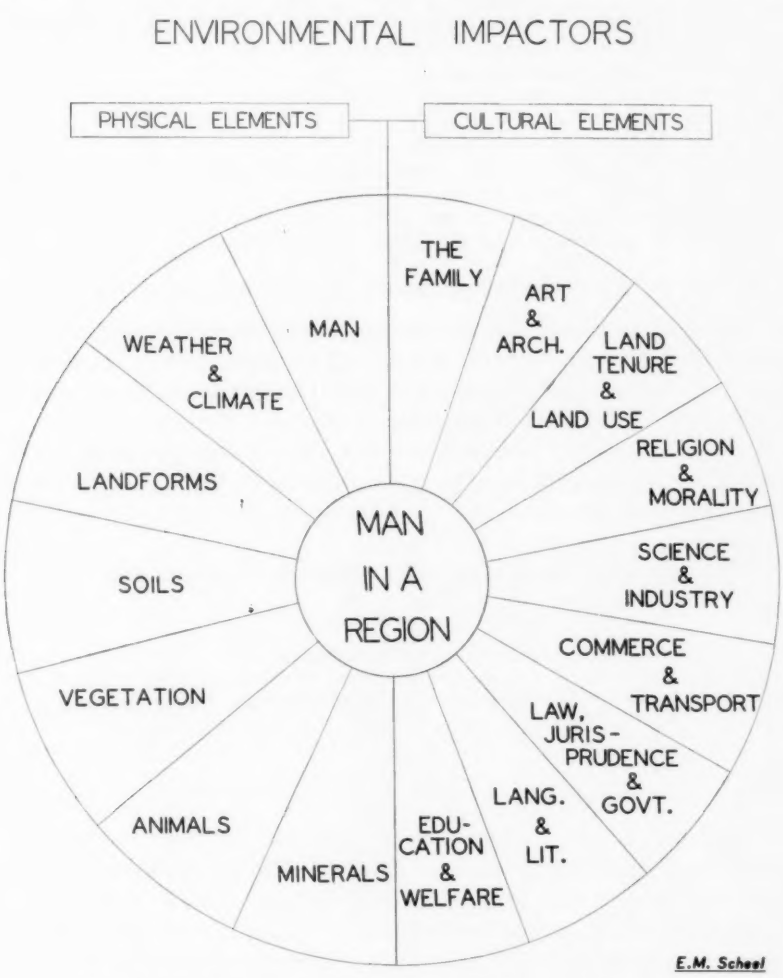
[3] Carl O. Sauer, "Education of a Geographer," *Annals of Association of American Geographers*. Vol. XLVI. Number 3 (September, 1956) pp. 291.

of both his own specialty and region but also of the field as a whole. Indications of comprehension, the tieing-together, of seemingly separate courses were evident in most seniors. The Senior Survey is highly recommended as one way to improve the geography curriculum.

What Questions Are Asked in a Comprehensive Examination for Geographers?

After the four-year course has been run, examinations taken in class work, and the Senior Seminar over, comes the comprehensive examination "designed to determine whether or not the student has achieved a reasonable integration of the subject matter." It is quite understandable that the framing of questions to assist in such determination is not easy. No nicely constructed batteries are available; each year the students and the courses vary—hence the tests must also. However, attempts at this job brought forth such questions as these. Just ten have been selected.

1. Name five different maps which one would include in illustrating the geography of a region and state symbolization used on each. How would one graph the following?
   (a) A personal budget.
   (b) Automobile registration in New England States for 1955.
   (c) Annual coal production in the United States, 1800-1950.
2. For what are the following instruments used: pantograph, planimeter, drop-bow compasses, map measurer, natural scale indicator?
3. (a) Draw a generalized cross-section from the Mississippi River (near St. Louis) to the Atlantic seaboard indicating the major physiographic regions along the cross-section.
   (b) Show how structure and landforms are related to a number of geographic aspects in this area (e.g. relation to climate, distribution of population, industries, transportation).
   (c) On the other hand, find examples where man has overcome handicaps of the relief.
4. (a) Draw a plan view of a fully developed extra-tropical cyclonic storm.
   (b) Discuss the sequence of weather—the coming, presence and disappearance of such a storm at a place which experiences the full strength of it.
   (c) Where, and about how many of the world's people experience such storms?
5. (a) Several studies have been made emphasizing the contact between semi-arid and humid parts of the earth. Why is knowledge of that contact so important for human endeavor? Illustrate by examples.
   (b) Discuss the relationship between climate, soils and natural vegetation in a typically equatorial region.
6. Make a general statement introducing the subject of resource conservation in arid areas.
   (a) What are the main conservation problems related to *water supply* in arid areas?



(b) What are the main conservation problems related to *water use* in arid areas?

7. Looking over the world's conflicts (present and former) and taking into consideration that the reasons for them are either physical, economic, ethnic or strategic, show with examples how they vary in significance in various parts of the world.
8. Discuss the advantages and disadvantages of having a set outline of geography factors or impactors to follow in the treatment of all geographic regions. (See diagram. A chart like this can be put before them.)[4]

[4] See article on "Environmental Impactors," in September, 1956 issue of *Education*, Palmer Co., Publishers, Hingham, Mass.

9. Various geographic regions of the large land area you studied may be categorized as being
   (a) intensive—subsistence regions;
   (b) extensive—subsistence regions;
   (c) intensive—commercial regions;
   (d) extensive—commercial regions.
   Give an example of a region in each category, and in a sentence or two support your placement of the regions.
10. In fifteen minutes give an analysis of other courses you took which were of greatest value to you as a geography major. Why?

WHAT DO COMPREHENSIVE EXAMINATIONS ACTUALLY REVEAL?

All staff members should read all the comprehensive examinations. They then should rate not only their own questions, but also rate the over-all performance of each student by using these terms: Pass with distinction; High Pass; Pass; and Failure.

In surveying the results over a few years some significant facts regarding the geography majors are quite evident. Groupings have been made under the first three ratings mentioned above (see Table 1).

The following tables show some very interesting results:

TABLE 1
STUDENTS PASSING "WITH DISTINCTION"

Students	Cumulative Class Standing	Senior Class Standing
A	4 in 56	26 in 57
B	14 in 102	26 in 102
C	51 in 101	9 in 102

Students A and B had relatively poor Senior years, while student C had an excellent one (see Table 1). While a high score could have been expected by A (incidentally she was elected to Phi Beta Kappa) and by B, the comprehension of student C would have been totally overlooked. From subsequent follow-up studies he has fulfilled the promise indicated by his excellent performance on the comprehensive examination.

Attention is directed first to student H (see Table 2). His cumulative class standing, as well as his senior class rank, indicate that he should have encountered real difficulty in passing the comprehensive examination, and certainly not be expected to achieve a "high pass."

It was puzzling to the staff when student A (who was also

TABLE 2

STUDENTS RECEIVING "HIGH PASS"

Students	Cumulative Class Standing	Sernior Class Standing
A	2 in 39	3 in 39
B	6 in 81	10 in 81
C	14 in 81	3 in 81
D	19 in 81	24 in 81
E	26 in 101	19 in 102
F	19 in 56	12 in 57
G	19 in 39	18 in 39
H	89 in 101	94 in 102

elected to Phi Beta Kappa in her Senior year) did not achieve "distinction" in the comprehensives.

TABLE 3

STUDENTS RECEIVING A "PASS"

Students	Cumulative Class Standing	Senior Class Standing
A	43 in 104	51 in 101
B	8 in 87	25 in 85
C	79 in 81	64 in 81
D	59 in 102	48 in 101
E	28 in 81	21 in 81
F	69 in 102	68 in 101
G	91 in 102	59 in 101
H	32 in 102	51 in 101
I	32 in 104	35 in 101
J	63 in 104	51 in 101
K	28 in 43	26 in 42
L	21 in 43	20 in 42
M	67 in 81	59 in 81
N	85 in 102	59 in 101
O	49 in 57	49 in 56
P	38 in 43	39 in 42
Q	26 in 34	21 in 34
R	26 in 87	54 in 85
S	12 in 87	10 in 85
T	44 in 102	55 in 101
U	32 in 87	82 in 85
V	64 in 87	89 in 101

Attention is called to student S. His rank as a Senior and his cumulative standing would lead one to think he would rank "with distinction" or at least achieve a "high pass." A follow-up of this student revealed that even tho he had been accepted at Harvard (on the basis of his course record he received a fine scholarship) he dropped his graduate studies at mid-year.

All the above discussion leads to the conclusion that the training of geography majors, if possible, should not be measured by quan-

titative accumulations, but should be estimated, in large part, by their grasp of, or indications that they are about to grasp the man-land or the land-man concepts which have run thru time, and which are basic to our discipline.

In conclusion, a statement may be made with which I feel confident all of you will agree. To improve the training of college geography majors, or to put it another way, to improve the curriculum for college geography majors, a geography teacher and a geography staff first must reflect deeply on "what to teach for." Next comes "what to teach," and finally comes "how well was the job done?"

As we see each Senior geography major receive his diploma at Commencement we might ask ourselves these final questions.

Have we seen to it that our "majors" have received a properly balanced liberal education?

Did we discover in our majors some particular aptitiudes?

Did we cause meaningful interests to emerge?

Do we see in our majors the promise, even the zeal, for independent growth?

Have we seen to it that our majors have obtained, thru a geographic approach, a properly balanced liberal education which enables them to see that *all people*—no matter how rich, how poor, how lovable, or how ugly—*stand in some dignity in a place?*

THE GEOGRAPHY OF RECREATION ON A TROPICAL ISLAND: JAMAICA*

ROSS PEARSON
University of Michigan

The past decade in the West Indies has witnessed a spectacular increase in tourist and resort activity. The natural attractions of the islands accompanied by a marked improvement in transportation facilities, the construction of dozens of luxury hotels, and the institution of broad-scale publicity programs has made the Caribbean area a major recreational region. Altho the wave of travel southward touches all the islands, one of those affected most is the British colony of Jamaica. Since the tourist trade is recognized

* Field reconnaissance for this study was supported by the Faculty Research Fund of the University of Michigan.

as an important factor in the changing economy of the West Indies, it is hoped that an analysis of this activity on one island will contribute to a better understanding of it in the entire Caribbean area. The purpose of this paper is to examine the forms, functions, and patterns of distribution of recreational phenomena on Jamaica.

THE NATURAL ATTRACTIONS OF JAMAICA

Jamaica, like the other islands of the Caribbean, has the advantage of being readily accessible to the world's greatest travel market. The fact that this island can be easily and comfortably

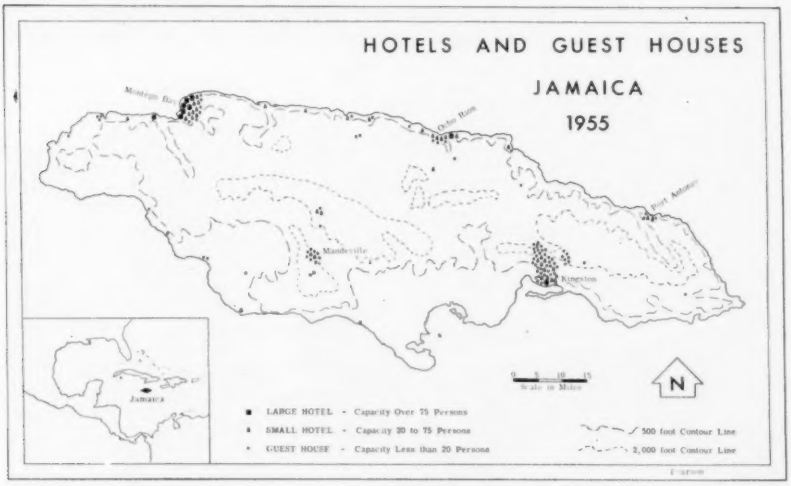


FIG. 1. Hotels and Guest Houses

reached, by air travel, in six hours from any part of the United States east of the Mississippi has greatly enhanced its potential as a vacationland.

A valuable recreational asset of Jamaica is its mild year-around climate. Bathed by warm ocean currents and swept by the trade winds, the West Indies are said to have one of the truly "temperate" climates of the world. The warm weather, with daytime temperatures usually in the 70's during the period from October through March, has great attractiveness to residents of those parts of North America which have severe winters. Bright sunny days followed by cool and refreshing nights add to the appeal of winter vacations in Jamaica.

Not as striking, but nevertheless of importance as a recreational resource, are the relatively mild summer temperatures. Even in Kingston, one of the warmest places on the island, the thermometer seldom rises above 95°F., and along the north coast the maximum is somewhat lower. This, accompanied by the presence of mountains with lower temperatures resulting from an increase in elevation,

Fig. 2. Doctors Cave Beach, Montego Bay. The popularity of this beach has been a major factor in the resort development of the area. Courtesy Jamaica Tourist Board.

gives possibilities for summer travel which the promotion people attempt to exploit.

In addition to advantages of location and climate, many other physical characteristics draw visitors to the island. Miles of white, sandy beaches (Fig. 2) washed by the blue waters of the Caribbean have made seaside resorts famous for swimming, sailing, skin-diving, and other water-oriented activities. The scenic background includes rugged mountains covered with dense tropical forests,

broad fields of sugar cane and bananas, exotic tropical gardens, as well as the palm-fringed beaches and lagoons of travel literature.

Altho the natural environment for recreational development is superb, there are few features which are not found on the other islands in the West Indies. To understand why Jamaica has the reputation of being the "Hub of Tourist Activity in the Caribbean," one must look to the cultural conditions which supplement the physical base.

CULTURAL AUGMENTATION OF NATURAL FEATURES

Natural phenomena alone are not enough to cause an area to become an important recreational region. Human additions to the landscape in the form of picturesque architecture, unique ways of making a living, and the culture of the inhabitants constitute significant recreational attractions. Any region which draws a large number of visitors must have facilities to assure that they will be comfortably housed, fed, and entertained. Establishments which sell souvenirs and other articles at acceptable prices must also be considered part of the total recreational resource. Finally, the nature of the publicity an area receives will have a great effect upon its patronage.

The British colonial atmosphere and the Afro-European culture of the people constitute important elements which attract visitors to Jamaica. Most of the 1,500,000 inhabitants are decendants of the Negro slaves who were imported to work on sugar-cane plantations. This large population, concentrated in a relatively small area, 4,450 square miles, not only provides a large force of cheap labor but is one of the important attractions for tourists. The fact that English is the official language undoubtedly causes many Americans to select Jamaica in preference to nearby Spanish or French-speaking areas, even tho it often bears little resemblance to the English that is spoken elsewhere. African cultural heritage is evident in the widespread belief in witchcraft, spiritualistic religions, and in the music of calypso bands.

Jamaican businessmen were slow to interest themselves in the tourist and resort trade. There were a few scattered hotels catering to foreign visitors in the 1920's and 1930's but the big boom came after World War II. The one thing which, more than anything else, started postwar expansion was the Hotel Aids Law of 1944. This legislation made financial concessions which greatly en-

couraged the construction of resort hotels. Among them were:

"(1) Importation free of customs duty and tonnage tax on building materials and various items of hotel equipment including furniture, linen, crockery, cutlery, glassware, silverware, and kitchen utensils.

(2) Permission for a hotel proprietor in each of five years of an eight year period to set off against income arising from a hotel, for purposes of income tax, one fifth of the capital expenditure upon such hotel."[1]

After this, "Wealthy Britons seeking some economic haven from the tax-minded London government, suddenly discovered unsuspected virtues—and certain financial advantages—in the Caribbean Colony and began making substantial investments in homes and property."[2] Businessmen on the island, as well as newcomers, invested in hotels after the war, and each year since 1945 has seen the completion of several new structures. Jamaica now has 55 hotels, 10 of which were built in the past three years, and 5 others under construction.[3]

Rapid expansion of resort facilities has been accompanied by a wise and extensive promotional program. One of the larger private firms organized "Know Jamaica" tours, inviting American editors and travel agents to the island and treating them to excellent food, fine rum, and other firsthand experiences of the advantages of vacations in Jamaica. Advertising agents were employed and tourist bureau offices were established in several large cities on the continent. Magazines published feature articles describing the wonders of the island and illustrated them with colored photographs showing famous people enjoying themselves in exotic settings.

THE RECREATIONISTS

In spite of the general impression that the recreational function of tropical islands is purely one of catering to tourists, there are several types of recreationists of significance. The largest group is undoubtedly the transients, who stay for a short period of time, and who are properly referred to as *tourists*. They reach the island largely by all-expense air tours or on cruise ships, and do not remain for more than three days.

Another group, here designated as *resorters*, stay for a longer

[1] *Overseas Survey 1952* (London: Barclays Bank, 1952), p. 125.

[2] J. E. Morris, "Cities of America: Kingston, Jamaica," *Saturday Evening Post*, February 9, 1952, p. 48.

[3] As of January 1956.

period. They usually establish themselves in a hotel, or a guest house. There is little movement from one hotel to another except that a person from one of the north shore establishments may travel to Kingston for a day or two of shopping or sightseeing. It is the resorter that the industry would particularly like to attract in larger numbers. The number of recreationists visiting Jamaica increased from 53,470 in 1947, to 74,892 in 1950, and to 119,715 in 1953.[4] For the same period the percentage of visitors who stayed for more than three days increased from 20 to 30 per cent.

An increasing number of persons have acquired seasonal homes in Jamaica. Since these *winter residents* purchase property, pay taxes, employ local domestic help, stay longer, and usually come each year, they are a highly-desired type of visitor. Some rent houses on a monthly or seasonal basis in one of several resort areas.

Since Jamaica is in the tropics the search for relief from climatic monotony causes *island residents* to make up a significant part of the recreational market. Many well-to-do people of Kingston and other south shore areas own cottages in the uplands reminiscent of famous tropical "hill stations" such as Simla, Darjeeling, and Baguio. Others spend their vacations, or several weekends each year, at north shore or mountain resorts. Much of this intra-island shift takes place during the summer which is the normal slack season for the industry.

There is a fifth group of persons who probably cannot be classified as recreationists, but are attracted to the island by the same conditions. They are *retired people* who have pensions or other sources of income, and settle in Jamaica to spend their remaining years. They, like many recreationists, are in search of an agreeable climate, pleasant surroundings, comfortable living at low cost, and others of their kind.

With the exception of retired people and the Jamaicans themselves, the vast majority of the recreationists come from the United States. It is not possible to obtain quantitative data regarding the origins of the estimated 125,000 vacationists who now arrive each year, but data on passenger arrivals acquired from the Central Bureau of Statistics in Kingston, indicate that residents of the

[4] Data for 1947 and 1950 from: *The Economic Development of Jamaica*, Report by a Mission of the International Bank for Reconstruction and Development (Baltimore: The Johns Hopkins Press, 1952). Data for 1953 from: Wolff, R. P. and Marcenaro, O. *Caribbean Tourist Trade Index*. A Survey for the Bureau of Business and Economic Research, University of Miami (Florida), 1954.

United States made up 40 per cent of the passengers landed in Jamaica in 1953. Altho this source does not separate recreationists from other visitors, and does not include many short-stay arrivals, it suggests that Americans constitute a much higher proportion of the vacation trade—probably well over 50 per cent. The other islands of the West Indies accounted for 36.4 per cent of the passengers—the majority of whom undoubtedly come to Jamaica for non-recreational purposes. The fact that the British Isles provided only 7 per cent and Canada 2.7 per cent of the total would seem to indicate that non-Caribbean British lands are too far from Jamaica to be large contributors to its recreation industry.

Recreational Areas

Even the most casual observation indicates that there are several distinctive recreational areas in Jamaica. The subregions described in the following paragraphs are delimited by variation in physical and cultural landscape as well as differences in major functions, and they are easily identified in Fig. 1.

The largest, newest, and most rapidly expanding resort area lies on the north coast between Port Antonio and Montego Bay. Early development of recreational facilities occurred at opposite ends of this coast in the 1920's. The Tichfield Hotel at Port Antonio, first constructed by the United Fruit Company, was one of the first establishments to cater to foreign visitors. A hundred miles to the west at Montego Bay, a popular swimming spot (Fig. 2) was acquired by a group who formed the Doctor's Cave Beach Club. Soon afterwards, several small hotels were established near this beach. The two centers had modest fame and development before 1940, the real increase has taken place since World War II.

A third nucleus for resort development on the north shore had its beginnings at Ocho Rios in 1949. One of the large companies with diversified interests on the island purchased the Myrtle Bank Hotel, an old United Fruit property in Kingston, for a low price during the war, and constructed the luxurious Tower Isle Hotel (Fig. 3) as a further investment in the business. The new establishment attracted many others to the Ocho Rios area and resort development is expanding to the east and west along the northern coast. The three centers of origin remain somewhat separated from each other but expansion has been so great that the shore can now be considered one resort area.

The north shore also has many guest houses (Fig. 4) and individual cottages which are available for use by the tourists and resorters who make up the major portion of the patronage. Many large homes, some the "Great Houses" of former plantations, have been converted into small establishments which are numerous

FIG. 3. The Tower Isle Hotel, Ocho Rios. A postwar structure, the first of its types to be built in the central section of the North Shore. Courtesy Jamaica Tourist Board.

enough to constitute an important part of the total lodging facilities of the area.

The north shore is also the major district for winter residents on Jamaica. This seasonal concentration is particularly important near Port Antonio and is increasing in significance near the other two north shore centers. There is evidence that winter home location is dependent upon nearness to resort hotels. Almost every large and famous hostelry has at least one winter home type of colony near it.

The specific location of hotels, guest houses, and winter homes fall into no recognizable site pattern. Altho the sea is the major factor giving rise to recreational development on the north shore, frontage on the water is by no means essential. In fact there are more recreational structures situated some distance from the shore than there are on it. A great many are located on sites several

hundred feet above the sea with a commanding view and exposure to the full sweep of the trade winds. Most hotels have swimming pools whether they front on the water or not. Some are located on spacious grounds surrounded by well-tended lawns and gardens, others are perched on cliffs occupying a minimum of space. However, whether a hotel or private home has frontage on the water or not, its patrons always have ready access to the sea.

Kingston and the Blue Mountains have an entirely different type of recreational development. Here the sea is a less important factor, and the shopping facilities of the one large city on the island, historical sites, and cool mountain slopes are more significant. Most hotels and guest houses are located several miles from the water, at 500 feet or more in elevation where mountain breezes and higher altitudes make life more comfortable. There is only one large hotel, three small ones, and a few guest houses in Kingston proper.

FIG. 4. The Mona Hotel. Located six miles from Kingston at an elevation of 800 feet, the Mona consists of the "Great House" of a former sugar plantation and a group of Motel-type cottages.

The recreationists of this area differ greatly from those who frequent the north shore. Some north shore guests do reach Kingston, but the bulk of the trade is provided by cruise and air passengers who stay a few days at most. The Slopes and heights of the Blue Mountains also provide sites for the hill cottages of well-to-do residents of Kingston. A few permanent homes are located in the foothills within commuting distance of the city, but the majority of the cottages are purely recreational.

Kingston is the only place in Jamaica where there is anything resembling the large city type of recreational development. There are several night clubs, sports fields, a race track, the Hope Botanical Gardens, and other tourist attractions, but the main function is its shopping facilities. British-produced woolens, chinaware, and liquors have always been available at low prices; native handicraft articles are standard offerings; and now "in-bond shopping" has been added. Under the latter arrangement, the government collects no tax on articles left in bond and delivered to out-going planes or ships at the equivalent of free-port prices. The saving is as much as 50 per cent of the United States price, not only on British goods but on French, Dutch, Danish, and German-made articles as well. Thus, the Kingston-Blue Mountain recreational area acts as a short stopover for tourists, serves as the main shopping center for all visitors, and provides considerable recreational facilities for its own residents.

The smallest resort area and, at present, the least influenced by the recent boom is the upland cluster centered upon Mandeville. Here the tempo of vacation life has remained relativly unaffected by the movement of visitors from the continent. There are no great hotels, no floor shows, no beach parties, no calypso singers, and few of the features which characterize the two larger resort areas. Several small hotels and a few guest houses cater to Jamaicans searching for relief from south coastal climates, and a few foreigners who stray from the beaten paths, but the most conspicuous group consists of the retired people who prefer afternoon tea and a quiet evening of bridge to the activities which attract so many visitors from the north.

SUMMARY

Altho Jamaica has an excellent natural environment for tourist and resort activities, cultural features have made it an important recreational region. The improvement of transportation facilities

has brought the West Indies within reach of large numbers of Americans.

The types of recreationists attracted to Jamaica fall into the four recognizeable classes: tourists, resorters, winter residents, and retired persons. These four types, plus the Jamaicans themselves, provide the market for tourist and resort facilities which have been established in three distinct subregions. Altho all classes of vacationists are found in each subregion, the north shore area attracts mainly resorters and winter residents, the Kingston-Blue Mountain subregion is patronized primarily by tourists and island residents, and the smaller Mandeville district caters largely to retired people and Jamaicans.

A SUCCESSFUL METHOD OF TEACHING GEOGRAPHY AT THE JUNIOR HIGH SCHOOL LEVEL

JOHN A. BONHAM
Joint Junior High School, West Chester, Pennsylvania

After observing many unsuccessful attempts to use the committee method of teaching by other teachers and student teachers; and after several miserable failures on my part, carefully organized plans were recorded for a unit of study by committees. I have noted that an occasional teacher will resort to the committee method, when he hasn't had the time, or energy, to plan a unit of work carefully. Still other teachers use this system, hoping that they might have a short breathing spell while the children work like little beavers with their various committees. I have been guilty of all of these. It didn't take long, however, to realize that this type of work requires even more careful preparation than other types of units. Without careful planning, much time is wasted, children learn little, and neighboring teachers begin to complain of the poor discipline next door.

PURPOSE

The purposes of having the children work in committees for a unit of work are several. First, it gives the children an opportunity to work in small groups. Sometimes leaders develop and sometimes shy children are brought out of their shells. Second, it gives the

pupils an opportunity to practice library investigation, a technique learned in English classes. Unfortunately, many children feel that it is done only for the English teacher. Third, it gives them a chance to sift and compile information relative to a given question or problem. Too many children in secondary schools will include in a report such things as endless names and dates which will not be remembered and are unimportant. In geography, they omit the relationships and concepts, mainly because they do not know how to arrive at them without having had some practice. The committee is one place to get that practice. Fourth, each child feels responsible for his share of the work which goes to make up the whole project. Fifth, it gives them an opportunity to write a report in their own words and present their material to the other members of their class. There are many other reasons for committee work, which every teacher knows.

PREPARATION BY THE TEACHER

Every unit of study in the field of geography does not lend itself to the committee approach. I consider carefully the nature of the unit, the kind of material to be covered, the references available, the readiness of a class, and the relationship between the class and myself at that point. If the school is fortunate enough to have a first rate librarian and library, as we do, much of the work will be simplified. When our librarian understands the nature of the unit to be studied, she will pull from the stacks and files all books, pamphlets, and pictures which might be of use. These are placed on a separate shelf with the subject teacher's name. The teacher can then prepare and distribute a reading list to the children. A list of visual aids for possible use is also put into the pupil's hands.

A topic list is necessary. Each topic should be clearly stated, in order that members of the committee handling that topic understand thoroly the area for research. For example, should the unit be Australia, one topic might be sheep raising. The "sheep raising committee" would then have as its task finding out where sheep are raised and the geographic reasons, what kinds are raised and why, problems of the station owners, and uses of sheep and wool. As the unit is introduced to the children, each topic is discussed with the class and suggestions are made to help them understand ways to approach their problem and how they might present findings to the class.

Introducing the Unit to the Class

First and foremost, interest must be developed. Some teachers overwork the committee method so that the mere mention of the word "committee" makes the children cringe. I try never to use the word. It has been found that by presenting a brief survey of the work, together with all the possible things to be learned, sources of information, and methods of presenting the material, the children become eager to begin work. Spice is added (still in the field of geography) in the form of one or two reports dealing with customs of the people of the area being studied, native animals, music, art. Then is the time to mention the group topics by name, hand out the reading lists and go over the procedure in detail. Of course, any wise teacher knows where the good chairmen are in the class. As the topics are mentioned and the group is asked to volunteer, it is a simple matter to select the proper person. It is helpful, too, to note outstanding references on the reading list and suggest which group will find them most useful. The use of the index is explained, if the children have not been introduced to this tool. The class is requested to use the very latest material available, unless they are making comparisons. Higher intelligence groups can be requested to include a bibliography. Fast groups are also expected to submit a report, written in their own words, after their oral class report. The oral report is made from notes.

Supervising Students

Clarify the procedures as much as possible before the class breaks up into groups. By circulating around the room thruout the entire class period, I can soon spot the weak people and any possible trouble spots. As I circulate, I make notes of things to mention to the class the following day. Constantly interrupting the children while working annoys them; only half the class listens anyway.

At the beginning of each class period the committee chairman makes a brief report of the work accomplished by his group the day before. If any problems arise, perhaps some member of the class or I can help. This daily report tends to keep everyone on his toes to produce something during each class period and I can determine what progress is being made. At the conclusion of the reports, announcements necessary for the whole group are made. This practice at the beginning of the class also serves other pur-

poses. It prepares the children mentally for their work during the period and draws the class together so that they get to work as a group.

After observing the progress of the class for several days, I estimate the length of time required to complete the work. If the length of time is regulated so that there is not quite as much time as the children would like to have, then they are not as likely to get bored.

PRESENTING REPORTS

I always determine the order in which the topics will be presented. The chairman of each group is responsible for organizing the order in which the reports of his group will be given. Each person is urged to make use of the blackboard, bulletin board, maps, graphs, pictures, or any other aid that will help the class to understand the material being presented. After their report is given, the children submit to me a written report, together with any supplementary material used in presenting their material. After each report is given, there is a short period for comments, suggestions, questions, and criticism from other members of the class. This is followed by additional comments and information from me. Junior high, and sometimes senior high, children need much help in learning how to take notes. For this reason, they are asked not to take notes during the presentation of each report. At the conclusion of each talk, members of the class are asked to summarize what has been said, or a member of the class will be asked to do the summary. In some cases, the person giving the report will be asked to summarize it. The summary is written on the blackboard in outline form so that everyone may copy it into his notes. This process must be repeated many times before the children understand what is important to record. The children are graded both on their oral and written reports.

TESTING

During the introduction of the unit of work, the children are told the method of testing. Usually it consists of an announced weekly test or an unannounced spot quiz once or twice a week. Generally, the unit of work is concluded with a unit test.

VALUE OF GROUP WORK

Having the children work in groups, properly organized and supervised, teaches them responsibility and cooperation. This type

of work illustrates to them the practical application of outline, bibliography, and proper English, which is learned in English class. In addition, the uses of percentages, graphs, and comparative figures are learned in arithmetic classes. Art instruction is expressed in any form of visual material made by the children, and history, based on geography, can always be related. The need of presenting material to a class means that a child must understand thoroly what he is talking about and present it in such a manner that others will understand it, too.

This type of unit, if not overdone, helps to vary the study of geography thruout the year. I feel that before it can be used to the best advantage, a teacher must have time to know the class well, therefore, group work is usually done during the middle of the year or near Spring. The two greatest threats in this type of teaching, are that the work be allowed to drag and that there be insufficient organization.

EUROPEAN SATELLITES OF THE U.S.S.R.

Herbert Vent
Air University, Maxwell A.F.B., Alabama

Located in central Europe, adjacent to the U.S.S.R., the European satellites extend north and south in unbroken chain links from the Baltic Sea to the Black Sea. Poland, East Germany, Czechoslovakia, Hungary, Rumania, Bulgaria, and Albania are the names of former independent nations or parts of them, whose people are today held in political semi-thralldom by the U.S.S.R. It is significant of their involuntary satellite status that all of them physically touch the Soviet Union or constitute a physical continuum with Communist states fanning out from the U.S.S.R.

The entire satellite area has long been one of transition and diversity—a transition zone because Eastern and Western idelogies came into contact here, and a region of diversity because of complex physiography and the heterogeneous social antecendents of its population. Diversity is most observable in the multinational characteristics of the inhabitants, in the many languages, the varying agricultural and industrial practices, and the numerous religions.

The satellite area contains approximately 400,000 square miles

and slightly less than 90 million people.[1] The area and population are somewhat larger than Pakistan. Area and population, combined with location and high level of technological development, are sufficient to make them, collectively, important enough to wield considerable influence in world affairs.

CHANGING PATTERNS

A survey of almost any period of history will reveal many territorial changes in the satellite region. It has been controlled, at least in part, by the barbarians, who contended with Rome, Romans, Magyars, Turks, the Austro-Hungarian monarchy, Germany, the Soviet Union, and others. Despite this, some of the states have enjoyed long periods of independence and great international influence.

Changing political patterns have tended to perpetuate differences and to ingrain suspicion and distrust among people already diverse as to cultural backgrounds. By the early twentieth century a veritable powder keg had been created in this part of the world, caused by long suppression of minorities, excessive social privilege of upper classes, great poverty alongside opulence, political alliances and counter-alliances, small wars, and an increased awareness by the masses of deplorable economic, political, and social conditions. Explosion in 1914 split asunder the old arrangements of expediency which had been worked out for governing these peoples.

During the course of recent history this cordon of countries has been situated between two great powers, Germany and the U.S.S.R., each of which has tried to dominate them as a lever for controlling even larger areas. For a non-imperialistic Germany or Russia this area would have served merely as an effective buffer zone. Neither nation, however, has been content with this, knowing that the nation actually controlling the area would thereby gain a rich resource base as well as an admirable strategic base for aggressive warfare.

TRANSITION IN ECONOMIC GEOGRAPHY

Prior to World War II these countries were considered economically backward, with the exception of Czechoslovakia and East Germany. They were largely agricultural, being able by primitive methods to produce an agricultural surplus which was sent to

[1] *Goode's World Atlas*, 9th ed.

Western Europe in exchange for manufactured goods. Germany profited most from this trade situation. Today, these markets are not generally available to business firms of the West; European trade with Central Europe has dropped markedly in the post-war era. The satellites, as well as the Germans and other western Europeans, have been adversely affected in their post-World War II recoveries because marketing must now, perforce, be conducted largely with the U.S.S.R.

As a result of Communist planning, the whole economic geography of this region has changed. Under this controlled economy, industrial expansion is taking place, especially in heavy industry. Production of crude and rolled steel, pig iron, crude petroleum, and coal has in numerous instances reached new highs. Communist leaders assign quotas for the manufacture of producers' and consumer goods. Most of the goods produced in surplus are sent to the Soviet Union, which in turn funnels raw materials to the factories within the satellite countries. World markets are now no longer of much concern to these countries.

Effects and Costs of Changes

The European satellite arrangement has increased the industrial capacity of the Soviet Union by perhaps 50 per cent, and its military strength accordingly. That country has acquired a productive industrial complex to supplement its already great one; it has acquired control of the rich Hungarian Plain and North German Plain, plus other agricultural areas of significance; and it has acquired a large man-power pool—one greater in size than that of pre-war Germany. These strengths are not to be taken lightly in a tension-ridden world. Loss of these areas has had many adverse effects upon Western Europe, such as loss of a political buffer zone, loss of markets upon which Europe under the Marshall Plan placed great dependence, and loss of a considerable manpower potential.

The Soviet Union has superficially increased its strength thru parcelling out power to Communist elements within the satellites. However, to the extent that this practice arouses irreconcilable opposition to the U.S.S.R. and support for the West, it is a source of weakness.

By indirect means, the Soviet Union has placed Communistic

regimes in all the satellite countries. In line with Communist doctrine, these regimes have extended state ownership to all phases of economic life in less than ten years. Political ties with the U.S.S.R. are complete. They have been further consolidated thru the Warsaw Pact, which in a sense is the Communist answer to NATO.

The cost of these achievements has not been inconsiderable to the Soviet Union. Satellite peoples are embittered because of their loss of freedoms, forced isolation from the remainder of the world, and the lack of fulfillment of glowing Communist promises. The Western world has instituted unprecedented economic and military measures to stem Soviet influence. In this environment, policy implementation of the U.S.S.R. in the satellites has had to depend more and more on the state police and the Soviet military machine.

PHYSICAL DIVISIONS

The political and cultural diversity of the satellite countries is no more complex than the physical diversity of the region. Such typical landforms as rugged mountains, plateaus, plains, valleys, glacial moraines, hill lands, and mountain gorges are commonplace. However, when studied carefully, these forms assume a degree of order in their patterns of arrangement and distribution. Essentially, they may be grouped into four main aggregates as follows: (1) the southern mountain zone, (2) the northern mountain zone, (3) the Danubian plains, and (4) the northern plains of Poland and East Germany.

The southern mountain zone occupies part of Bulgaria, almost all of Albania, and much of Yugoslavia. The people of Yugoslavia, having much in common physically and culturally with the peoples of many of the Communist-dominated satellites, and under an independent Communist regime, are drawn toward the satellite orbit more than toward the west.

Bulgaria is crossed generally east and west by two mountain systems—the Balkans in the center of the country and the Rhodope in the south. Between these ranges is the fertile valley of the Maritza River. North of the Balkan Mountains slopes of loess soil dip toward the eastward flowing Danube River. This soil is excellent for grain farming.

The rugged mountains covering almost all of Albania have created isolated cells of humanity largely untouched by the cross-

currents of civilization. Albanians lack political or economic stability. Most of them are illiterate and unable to lift themselves from an intellectual morass.

The mountain zone of the north consists of the thousand-mile-long Carpathians and some lower ranges partly encircling the western portion of Czechoslovakia. Altho the Carpathians are geological appendages of the Alps, they are less rugged, have lower maximum heights, and being intersected by a greater number of low passes. They are sufficiently forbidding, to preclude dense settlement, and are still heavily forested. The Czechoslovakian mountains—the Sudetens, and Erzgebirge—have much lower general elevations. Consequently, they are more populated, but even they contain large forested areas.

The plains consist of two parts—the Hungarian Plains of Hungary, extending also into Austria and Czechoslovakia, and those of the lower Danube located primarily in Rumania. The Hungarian Plain is in some areas poorly drained and monotonously flat. Rumania's plains are better drained. Both possess deep and highly fertile soils; they are among the world's best wheat lands, and rural population densities are high.

The greater portions of Poland and East Germany lie in the northern plain. To the south lie the Carpathian, Sudeten, and Erzgebirge mountains. The Baltic Sea forms the northern boundary. Coastal portions of this plain are sandy, badly drained, and infertile. There are many glacial forms: moraines, lakes, and low hills of glacial detritus. Southward the plains assume greater elevation, and the soils are composed of loess and are more adequately drained. Here are located the best agricultural lands of Poland and East Germany. Grains, potatoes, beets, and hay crops grow in abundance on these lands.

Climates

Because of the fairly large area involved, and because of topographic diversity, there is considerable climatic variety. Some areas, such as Poland, have humid continental climate with a short summer; East Germany has a marine climate; Albania a dry subtropical Mediterranean climate; and Hungary a humid continental climate with a long, hot summer. Naturally, there are many transitional climatic zones.

In general, the winters in the eastern satellite countries are

colder than those of northwestern Europe. Winters here are much influenced by the cold high pressure area lying over the Soviet Union, whereas the winters of Western Europe are moderated by the relatively warm Gulf Stream. Only on the Adriatic Coast of Albania are the winters warm. Summers in the eastern satellite countries are generally hotter than those of Atlantic coastal portions of Europe, due to the mid-continental location.

Annual precipitation in most of the agricultural areas varies from twenty to thirty inches, being higher in the mountains. The greatest precipitation in all Europe occurs in the mountains of nearby Yugoslavia. The moderate rainfall and low variability are adequate for agriculture during most years. In all except those areas having a Mediterranean climate, precipitation is concentrated in the growing season.

AGRICULTURE

The satellite countries as a group are still primarily agricultural. Czechoslovakia and East Germany are the least rural, with about 30 per cent of the people classified as agricultural; Albania is the most rural, with about 90 per cent of its population so classified.

Prior to 1914, large estates were characteristic of the Slavic countries of the present satellite bloc. The estates were manned by largely illiterate tenant farmers or hired workers. Farming methods were antiquated, transportation facilities for marketing wholly inadequate, and production per acre extremely low. Between 1918 and 1939 the various governments undertook steps to break up the large estates and consolidate some of the peasant strips into more efficient units. Their efforts were only partly successful. Today agriculture is collectivized, but backwardness of method still prevails.

Climatic and soil variety in this area make for variety in crops. The principal ones are rye, potatoes, sugar beets, and wheat in Poland, East Germany, and Czechoslovakia; wheat in Hungary; corn and wheat in Rumania; and grains as well as some subtropical crops (grapes and cotton) in Bulgaria and Albania. The Maritza Valley is the most important region for growing subtropical produce.

In the mountains and hilly areas, stock raising assumes a leading position. During the summer, cattle are pastured in the high elevations and brought down to the lowlands in the winter months.

Industry and Its Concomitants

Industrial areas of Poland, Czechoslovakia, East Germany, and to a limited extent, Hungary, have provided important bases for the Communist-planned programs of industrialization. Iron and steel production are emphasized in Czechoslovakia and the Saxony region of East Germany, and aluminum in Hungary, since each possesses the necessary raw materials. The whole new industrial complex is planned to be an integrated one, to the extent that the satellite bloc can operate as a single industrial and economic unit. Today, the Silesian and adjacent areas represent the largest industrial complex between the Rhineland and the Ukraine.

Transportation difficulties have retarded modernization of both industry and agriculture mainly because the Soviet Union has been laggard in encouraging the building of badly needed new railroads, canals, and highways. Since most of the trade in industrial output is with the Soviet Union, most new transportation arteries are developed to facilitate movement of goods to the U.S.S.R.; thus trade possibilities, with the West, even without political controls, have become more and more difficult.

Under harsh Soviet controls, an accelerated agricultural and industrial transformation is taking place in the satellites. From this change there can probably be no retreat to pastoralism, handicrafts, and subsistence farming, even should that be the desire of subsequent regimes. This transformation represents a major event in modern European history. Today, the change cannot be regarded as a good one for nations outside the Soviet orbit, nor so long as the fruits of added production are enjoyed only by the U.S.S.R, within the satellite countries. A desirable ending to these transformations will be reached only when control of mines, farms, factories, and transportation systems once again reverts to a free indigenous population.

Conclusion

So long as the Soviet Union is able to maintain control of the satellite countries, its military position, especially its air power position, will be enhanced. Even today, a warning zone for approaching aircraft is provided and considered to be of military value; likewise now satellite nations reduce Russia's vulnerability to attack by providing a zone to blunt ground attack before it reaches Soviet territory. Lastly, the imperialistic Soviet Union has

a position near the industrial heart of Europe, thus posing a continuing threat to that strategically important part of the free world. However, these military advantages are somewhat modified by the fact that satellite peoples, with a heritage of freedom, and exacerbated by authoritarian methods of control, only await the day when they can forever cast off their Russian oppressors.

MEXICAN RECLAMATION AND CHANGING TRADE RELATIONS WITH THE UNITED STATES

WILLIS B. MERRIAM
State College of Washington, Pullman

Contrasts are marked in virtually every phase of current Mexican life and national development, between the old and traditional and the rapidly evolving new. Changes that approach the revolutionary are particularly noticeable in the agricultural practices of Mexico where federal irrigation reclamation is proceeding at an impressive rate, and to a degree that makes a truism of the allegation that almost without exception whatever new land is brought into production in Mexico represents irrigated land. This generalization is supported statistically by the revelation that the total crop area of Mexico from 1950 to and including 1955 was increased by about 1.9 million acres, of which irrigation accounted for 1.6 million, and that the Mexican government, irrigation-wise, has nearly doubled its acreage in the past 25 years, increasing the amount of land reclaimed from 3,951,000 acres in 1930 to 7,660,000 in 1955, and is currently planning for 2,200,000 additional irrigated acres by 1960.

This rapid increase in Mexico's irrigated area since 1950 has had striking effects both north and south of the border. To Mexico it has meant additional cotton for export and for the first time nearly enough wheat to meet national needs. To the United States it has meant the rise of an added competitor in the world cotton market, and the possible disappearance, at least temporarily, of a significant wheat customer.

IRRIGATED COTTON AND IRRIGATED WHEAT

Practically all of the cotton and most of the wheat of Mexico is produced on irrigated land. These two crops together account

for more than half of the total irrigated area, and of the latest irrigation acreage increase four-fifths are devoted to these two commodities.

Cotton is regarded as the most profitable commercial crop in Mexico and its cultivation now occupies nearly a third of all irrigated land in that country and two-thirds of that added in the last five years. Cotton yields have, accordingly, jumped from 1,151,000 bales in 1950 to 2,050,000 in 1955. If it expands to approximately half of the new and proposed irrigated land, as planned for the next few years, Mexico's cotton crop might reach or exceed 3,000,000 bales.

More than four-fifths of this new cotton production is exported, and largely to Japan, a traditional outlet for the United States. The United States is still the largest supplier to Japanese markets, but Mexico has rapidly risen into second place. In 1954 Japan bought 472,000 bales of Mexican cotton compared with 16,000 in the middle 1930's. In 1955 Japan's cotton purchases from Mexico amounted to approximately 500,000 bales.

Wheat is now grown on about one-fifth of all irrigated land in Mexico and has increased 16 per cent in acreage and 36 per cent in production since 1950, or from 587,000 metric tons to 825,000. This increase has had an important effect on the United States, facing as it does a long-standing wheat surplus. Wheat exports from the United States dropped from an annual average of 410,000 tons around 1950 to 78,000 in 1954, and to but slightly over 40,000 in 1955. Mexico is now about 90 per cent self-sufficient in its wheat needs.

PLAN TO ELIMINATE WHEAT IMPORTS

Meanwhile the government would like to expand wheat production so as to eliminate wheat imports altogether. Complete self-sufficiency in wheat is not yet possible, and at least a 10 per cent deficiency importation will have to be made for the next several years. With national consumption running about 950,000 metric tons and with a production of 800,000 to 825,000 tons, the need for importing from 125,000 to 150,000 tons is evident.

The long-range Mexican market for United States wheat may well depend on whether Mexico can increase its own production another 10 or 15 per cent by diverting an added 250,000 acres of irrigated land to wheat. Merely meeting consumer needs based on

a 1955 estimated population figure of 28,800,000 is hardly adequate as a goal, however, as by 1960 or shortly thereafter the Mexican population could easily reach 30,000,000, and an estimated requirement of 1,200,000 tons of wheat, which cannot, in all liklehood be met from local production.

Furthermore other food crops will require additional acres since domestic consumption of sugar, corn, beans, potatoes, and green vegetables, is also rising. A few of these commodities can be raised under dry farming methods, or by natural rainfall in the seasonally more humid areas, but sugar cane and vegetables are largely raised under irrigation. So significant is this competition that in the irrigated areas of Sonora and Sinaloa governmental restrictions and allocations are already being enforced, preference being given to cotton, wheat, sugar cane, rice, and beans, with only the remaining acreages beyond the quota limits being allotted to fresh vegetables.

Subsistence Corn and Beans

Corn occupies the largest acreage of any crop in Mexico, but as most of it is dry-farmed or humid-farmed without irrigation, it is beyond the scope of this analysis. Acreages of corn since 1928 have averaged between 7,500,000 and 9,884,000, with yields ranging from 85,000,000 bushels to over 100,000,000, or from 3,000,000 metric tons to 3,600,000. An additional million metric tons will be needed by 1960 assuming a population of 30,000,000 at that time.

Beans are planted on some 2,000,000 acres with yields of six and a half to seven and a half million bushels, or 200,000 to 240,000 metric tons. To meet adequate needs by 1960, however, it is estimated that this yield will have to be doubled, or the deficiency made up by imports.

Tomatoes, green peas, peppers, string beans, and mellons, the leaders in winter vegetable produce are erratic in production totals, and are considered to represent an inefficient use of the land, due to market standards, frost hazards, and labor costs, accounting in large part for governmental efforts toward restriction. Tomatoes have been traditional winter crops in Sinaloa, ranging from 72,000 acres in 1929 downward to 39,000 acres in 1939, and were generally thought by that year to be on their way out. But export markets for this crop, instead of continuing downward, turned sharply upward in recent years, and by 1950 the acreage exceeded 120,000 with

salable tonnage ranging between 286,000 to 335,000 metric tons. From 5,238 to 7,871 car loads represent recent shipments to United States and Canadian markets, valued at from $4,095,000 to as high as $7,000,000. It may be assumed that this crop and possibly melons will remain as commercial crops in the winter vegetable category despite a lukewarm governmental attitude. Other vegetables will be tolerated only for the local market where standards are lower than in export trade.

OUTLOOK UNCERTAIN

Regarding the outlook for current and future trends in Mexico's agriculture, it might be said that efforts to increase cotton, wheat, and other staples grown on irrigated lands will increase competition between the United States and Mexico in cotton, while decreasing an outlet for United States wheat. If the Mexican population would remain at a stable level Mexico could in five years become independent of the United States in wheat imports. But as long as the population continues to increase Mexico may find that it has exceeded its carrying capacity in spite of extensive irrigation reclamation, and that it will be forced to continue to make up deficiencies in wheat and other staples by importation. Future trade relations between Mexico and the United States in cotton and wheat will in all likelihood depend on the Mexican government's decision as to the uses to which newly reclaimed lands shall be put.

Further details and discussion centering around these problems may be found in the following reports: "Mexico Grows More Cotton and Wheat With Expanded Irrigation," Foreign Agriculture, Vol. XIX (September 1955), and "Survey of Mexican Winter Vegetable Production," by A. Clinton Cook, a foreign agriculture series report (March 1956). Both of these references are published by the United States Department of Agriculture, Washington, D.C.

GEORGE THOMAS RENNER RECEIVES THE DISTINGUISHED SERVICE AWARD

The Distinguished Service Award conferred by the National Council of Geography Teachers recognizes outstanding service and leadership in geographic education. The recipient of the 1956 award

stimulated students and colleagues to develop a deeper concern for the content and methodology of geography. He was an explorer of geographic ideas. Often his dynamic approach to geographic problems startled the more conservative. He was an individualist, who developed different and challenging ways of stating geographic principles.

Numerous committees, commissions, and organizations made use of his ability both as a worker and as an advisor. Educational, military, governmental, and commercial groups received the benefit of his original thinking on geographic aspects of problems of the day. He believed in the importance of a somewhat popular style of writing to stimulate public interest in geography. In consequence he became a contributor of geographic articles to several of the leading magazines in the nation. He was author and co-author of numerous textbooks at the elementary, secondary, and college levels. He directed his editorial efforts toward both textbooks and map publications, and in this role inspired the work of many. He supplied numerous articles on both methodology and content to professional magazines. Many of his writings will constitute a rich reservoir of material for the students of the future, and continue to influence geographical thinking.

Some years ago he served the National Council of Geography Teachers as second Vice-President, and he was a most helpful Associate Editor of the JOURNAL OF GEOGRAPHY.

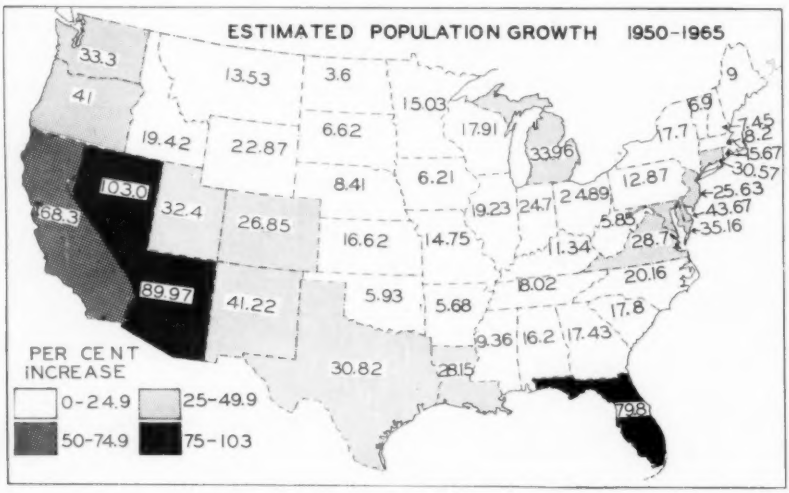
The 1956 Distinguished Service Award of the National Council of Geography Teachers is conferred upon George Thomas Renner (posthumously).

1956 National Council of Geography Teachers
Distinguished Service Award Committee:

Mamie L. Anderzhon, Oak Park, Illinois (Chairman)
Katheryne T. Whittemore, State University College for Teachers, Buffalo, N.Y.
Howard Martin, University of Washington
Alfred H. Meyer, Valparaiso University
M. Melvina Svec, State University College for Teachers, Oswego, N.Y.
John W. Morris, Secretary N.C.G.T., University of Oklahoma
Norman Carls, President N.C.G.T., University of Pittsburgh

EDITORIAL NOTES AND NEWS

Have you seen the little pamphlet, *People and Timber?* This is a brief abstract of a report on a three-year study of our forests. It has been prepared by the U. S. Forest Service for educational purposes. All teachers will find this pamphlet of great value in their educational work. It helps to answer such questions as: How much timber do we still have? Who owns our timber land? How long will the forests last? How does the rate of growth compare with the cut? This is Miscellaneous Publication No. 721, U. S. Forest Service, U. S. Department of Agriculture, Washington 25, D.C. A free copy of this publication will be sent on request.



Estimates by the Census Bureau indicate that the population of the United States will be about 188,600,000 in 1965. This is an increase of 25.14 per cent over the population of 1950. The map is designed to show where that increase will occur. All states in which the percentage increase is above the national average are shaded. Those near or less than the average are left clear. Note that Ohio and Indiana are near the national average. The map suggests many questions for your students to study.

For example: Why the great increase in the Pacific States and the Southwest? The population of California is expected to exceed that of New York by 1965. Why such a pronounced growth in California? Is California destined to become relatively more important than New York? What bearing does this have on national politics? Why the large increase in Florida? Why has the Midwest such a moderate increase? Does this mean a decline of agriculture? Why the large increase in Virginia, Maryland, Delaware, New Jersey and Connecticut? Why so large in Michigan? What are explanations for the very erratic growth of population within the southern states? Will the westward trend of population migration reverse itself in the near future?

Teachers may be interested in the free *Brazilian Bulletin*, an excellent promotional publication of the Brazilian Government Trade Bureau, 551 Fifth Avenue, New York. The *Bulletin* discusses very well the economic problems and development of Brazil.

The American Geographical Society Library in New York City is the largest geographical library in the Western Hemisphere and the third largest in the world. The library contains 251,000 maps, 3,500 atlases, 134,000 volumes, 24,000 pamphlets, and 38,000 photographs. Its *Current Geographical Publications,* a monthly bibliography, goes to subscribers in all parts of the world.

It is suggested that geographers interested in library materials on South America, and more specifically on Brazil, refer to the Annals of the Association of Brazilian Geographers (*Anais da Associacão dos Geógrafos Brasileiros,* Caixa Postal n. 8105 São Paulo). Geography as a field of study is developing rapidly in Brazil, and research is being conducted in many areas on both human and physical geography phases. Recent issues of the Annals have included several interesting urban studies and continuing investigations of the Brazilian frontier.

THE NATIONAL COUNCIL AT WORK

Distinguished Service Award for 1956. It is the practice of the National Council to award, each year, a Distinguished Service Award to a person who has made, through the years, an especially outstanding and distinguished contribution to geographic education. This award represents the highest esteem of the nation's geographic educators, as represented by this organization, and their gratitude for distinguished work well done. In 1956, for the first time, the Distinguished Service Award was granted posthumously.

Our new name. At the 1956 annual meeting in Atlantic City on November 22-24, by vote of the Executive Board and General Assembly, and after previous notifications of the proposal as required by our constitution, the name of The National Council of Geography Teachers was changed to *The National Council for Geographic Education.*

Convention city for 1957. Members will be pleased to learn that St. Louis, Missouri has been selected as our convention city for 1957. Plan now to attend the annual meeting in St. Louis next November!

Entering our new year. The Secretary's report of our 1956 annual meeting at Atlantic City will appear in a forthcoming issue of the JOURNAL. The retiring president wishes to take this opportunity to thank all National Council members, and especially committee members, officers and Board members, and program participants for your contonued efforts and contributions which made 1956 another year of progress for our organization. Your new president is Miss Ina Cullom Robertson, State Teachers College, Valley City, North Dakota.

NORMAN CARLS, *Past President*
National Council for Geographic Education

GEOGRAPHICAL PUBLICATIONS RECEIVED

Mario A. Pei and Frank Gaynor. **Dictionary of Linguistics.** Philosophical Library, New York, 1954. 238 pages. $6.00.

Gertrude Hecker. **Jim Bowie: Boy with a Hunting Knife.** Childhood of Famous Americans Series. Bobbs-Merrill, Indianapolis, 1953. 192 pages with illustrations.

Ralph Izzard. **An Innocent on Everest.** E. P. Dutton and Company, New York, 1954. 319 pages with bibliography. $3.75.

William S. Roeder, Ed. **Dictionary of European History.** Philosophical Library, New York, 1954. viii and 316 pages. $6.00.

Jean Gottman. **A Geography of Europe,** Revised Ed. Henry Holt, New York, 1954. xii and 724 pages with pictures, maps, bibliography and index. $6.90.

Whipple and James. **Our Changing Earth.** The Macmillan Company, New York, 1954. x and 318 pages with index. $3.12.

Christiane Ritter. **A Woman in the Polar Night.** E. P. Dutton & Co., New York, 1954. 223 pages with drawings. $3.00.

Statistical Atlas of Costa Rica. Casa Grafica Ltda., San Jose, Costa Rica, 1953. 114 pages with illustrations, maps and tables. $3.50.

Edwin H. Hammond. **A Geomorphic Study of the Cape Region of Baja California.** University of California Press, Berkeley, 1954. 94 pages with plates, illustrations and maps. $1.00.

Josephine Budd Vaughan. **The Land and People of the Philippines.** J. B. Lippincott Co., Philadelphia, 1956. 118 pages with photographs, map and index. $2.75.

One of the Portraits of the Nations Series, this volume includes a description of the geography of the Islands, their history, the organization of the present government and achievements of the leaders, and the mixture of tradition and innovation which forms the pattern of daily life in the Islands.

James J. Parsons. **San Andrés and Providencia: English-Speaking Islands in the Western Caribbean.** University of California Press, Berkeley, 1956. 83 pages with photographs, maps, bibliography and index. $1.50.

Volume 12, No. 1 of the University of California Publications in Geography, has as Chapter headings, Seventeenth-Century Colonizing Activities; Englishmen under Spain; Political Geography—The Republican Period; Yankee Traders and Agricultural Development; Sea Turtles and Seals; Emigration to the Mainland; and Social and Cultural Geography.

I. B. F. Kormoss, Ph. Dumont and J. A. Baltus. **Orbis Terrarum Europae: Economic, Artistic and Cultural Maps of Europe.** Les Editions De Visscher, 17, rue du Grand Cerf, Brussels, Belgium, 1955.

The Artistic and Cultural Map (size $28\frac{1}{2}'' \times 41\frac{1}{2}''$) and the Economic Maps (on one sheet size $28\frac{1}{2}'' \times 42\frac{1}{2}''$) plus a Glossary in five languages are published under the patronage of the College of Europe, Bruges, Belgium. They come in a packet.

Lester E. Klimm, Otis P. Starkey, Joseph A. Russell and Van H. English. **Introductory Economic Geography,** 3rd Ed. Harcourt, Brace and Co., New York, 1956. x and 730 pages with maps, tables, charts, photographs, bibliography and index. $7.50.

This college text represents a complete rewriting of the Second Edition. Part One presents physical facts needed for an understanding of economic geography; Part Two, the general principles underlying the geography of trade, agriculture, mining, manufacturing and cities which provide the background for discussions of industries and regions which are in Parts Three and Four.

GEOGRAPHICAL PUBLICATIONS

Census Atlas Maps of Latin America. U. S. Bureau of Census, U. S. Department of Commerce, Washington 25, D.C.

The U. S. Bureau of Census in cooperation with the International Cooperation Administration is directing and aiding in the preparation of reports for several Latin American countries. The reports contain many excellent maps that should be of inestimable value to all geographers. These maps will cover not only relief features, climate and natural vegetation, but population distribution. The Census Atlas for El Salvador should be available soon. The one on Costa Rica has already been published.

Part I, *Central America*, contains maps on land forms, climate, natural vegetation, roads and railroads, and urban and rural population maps of Guatemala—British Honduras, Honduras and El Salvador, Nicaragua, Costa Rica, and Panama.

British Columbia Geography Manual. British Columbia Department of Education, Victoria, 1954. 119 pages with maps. Price $2.25.

Teachers of geography of Canada will be interested in the textbook prepared for British Columbia schools. The book is the text for an elective course in geography given at Grades 10 or 11 level in B.C. There are three parts to the course and the text. Part I, 33 pages, deals with the Physical Georgraphy of British Columbia, and includes the description of its landforms, drainage, climate, vegetation, soil and wildlife. Part II, Human and Economic Geography, 40 pages, summarizes information concerning the population, natural resources, transportation, manufacturing and recreation in the province. Part III, Regional Geography, 37 pages, brings together the physical, human and economic factors in studies of seven geographical regions of British Columbia. The appendix has a list of articles on British Columbia which have appeared in the *Canadian Geographical Journal*, 1940 to 1953.

Information for the book was prepared by a group of geography and social studies teachers during a summer workshop at the University of British Columbia, directed by Inspector C. I. Taylor. The material was later edited and rewritten by Professors John D. Chapman and J. Lewis Robinson of the Geography Department at the University of B.C. The 29 full-page maps were prepared by graduate student cartographers of the U.B.C. Geography Department.

The book is too brief to be a full text on the geography of British Columbia, and is supplemented by information available locally to B.C. teachers. For teachers in other provinces and states, however, the book should be useful as the first modern summary of the geography and resources of British Columbia.

J. LEWIS ROBINSON

University of British Columbia

W. S. Woytinsky and E. S. Woytinsky. **World Commerce and Governments.** The Twentieth Century Fund, New York, 1955. xxxvii and 907 pages with illustrations, maps, tables, references and index. $10.00.

This work is a companion volume to the authors' earlier work, *World Population and Production*, and it completes their project of studying ". . . world trends during the fateful era in which the mechanized economy . . . is becoming the universal civilization of mankind." The extensive volume consists of three parts: Trade, Transportation and Governments.

While the Governments section contains much information of value, especially regarding colonial empires and international cooperation, the Trade and Transportation

portions will be of more direct interest to geographers. In the former the authors devote a chapter to each of the means of transportation, surveying the development of each and its significance, and concluding with a brief outlook for its future. While it may be presumptuous to note an omission in a volume of this length, it is regrettable that no discussion of pipelines is included.

The Trade section analyzes the place of trade in the world economy and the value of foreign trade, but the chapter on direction of world trade perhaps has the greatest significance for our discipline. Of particular interest is the classification of countries on the basis of predominant foreign trade direction.

The authors have collected and analyzed a vast amount of material, listed in an extensive bibliography. Much is statistical in nature, and it is as a reference volume that the book achieves its greatest value. The text contains almost 300 tables and over half as many figures. This alone makes the volume one deserving a place in our libraries.

S. EARL BROWN

Indiana University

John Fraser Hart. **The British Moorlands**—A Problem in Land Utilization. University of Georgia Press, Athens, 1955. viii and 98 pages with illustrations and bibliography. $2.00.

This study of the British moorlands is in fact both an investigation of the moorlands from the viewpoint of their origin and essential characteristics, and an examination of the effects of agriculture, pastoral activities, and afforestation on the moors. The major moorland areas are located in (1) the highlands of Scotland, (2) the uplands of southern Scotland, the Cheviot Hills, the Lake Districts, the Pennines, the Peak District, and the Cleveland Hills; (3) the uplands of Wales, and (4) the uplands of the Southwest. Generally the moorlands are located on elevated areas underlain by resistant rocks, and receive more than fifty inches of precipitation annually.

The elevated and wet moorlands represent at least 25,000 square miles or approximately one-third of the island. The area of moorland has been increasing slowly since the 1890's, largely as a result of the abandonment of marginal cropland and highland pastures.

The moorland vegetation consists of a variable association of mosses, sedges, grasses, gorse, heather, and bracken. Under grazing, burning, fertilization, and afforestation, the composition changes. By overgrazing, the more palatable vegetation may give way to the less useful bracken and gorse. With fertilization and good management, the moorlands can be maintained as pastoral areas, and at the same time serve other useful functions in the national economy.

The British moorlands, because of their extensive development, are widely used for the pasturage of sheep and to a lesser extent, for cattle. Many areas are enclosed as hunting preserves. They provide isolation and an opportunity for relative solitude for millions of city dwellers who take short trips to the moorlands on weekends and holidays. The military services have set aside extensive areas for maneuvers and field exercises.

This little book is an excellent study of an important geographical phenomenon, the British moorland. The maps are well done, but the absence of halftone illustrations, probably because of cost, decreases the usefulness of an otherwise fine book.

GUY-HAROLD SMITH

The Ohio State University

FINCH WORLD PRODUCTS MAPS

Edited and revised by Professor Olmstead
University of Wisconsin

New Revised Edition

No. FW15 Coal, Iron Ore and Copper

Eighteen maps in the series. Size: 50 by 32 inches.

An Up-to-date World View

Professor Olmstead has recently revised all the maps in this series, bringing the data of production and distribution up to date in accordance with the latest available statistics. For example, Map #15 is an entirely new one. It shows the latest world production figures, and the new iron ore deposits in Labrador and Venezuela. Students see the distribution of important agricultural and mineral products of the world. The charts not only amplify any text, but also stimulate investigation and group discussion. The charts also serve admirably for reference use of the class as a whole, or by individual students.

Maps in the Series

FW1 Average Annual Rainfall
FW2 Density of Population
FW3 Principal Uses of Land
FW4 Wheat and Rice
FW5 Corn and Rye. Rubber
FW6 Barley, Oats, Grain Sorghums, Millets
FW7 Vegetable Fibers
FW8 Vegetable Oils
FW9 Starch Foods
FW10 Beverage Crops
FW11 Sugar and Tobacco
FW12 Fruit Crops
FW13 Cattle and Dairying
FW14 Sheep and Swine
FW15 Coal, Iron Ore and Copper
FW16 Petroleum and Water Power
FW17 Political Map and Ocean Trade
FW18 Railroads

No. 36. Fixed Chart Head with Tripod $65.50

For prices in other mountings, please write to: Dept. A.

For a copy of the New 1957 Nystrom Catalog, write for JG-C57.

A. J. NYSTROM & CO. **3333 N. Elston Avenue**
CHICAGO 18, Illinois

(A page from The New England Primer, 1727)

In Adam's Fall
We sinned all.

Thy Life to mend,
This Book attend.

The Cat doth play,
And after slay.

A Dog will bite
A Thief at Night.

An Eagle' flight
Is out of sight.

The idle Fool
Is whipt at School.

230

years have made a difference

in the quality of textbooks and teaching aids. Even the past 10 years have seen amazing improvements. Today's Macmillan text is an effective teaching tool—bright, readable, and crisply written.

Built-in-aids—lesson plans and practice, testing and skill development programs, organized in convenient teaching units, help you teach creatively.

Colorful, functional illustrations and clear type help you attract *and hold* student attention.

A variety of activities, plus stimulating materials for enrichment and review help you provide for individual differences.

Written by experts who know the teacher's classroom problems, Macmillan texts are authoritative and complete.

The Macmillan Elementary History Series grades 4-8

1957 Series, Ready January 8, 1957

Whipple and James Basal Geographies, Rev.

The Macmillan Social Studies Series
grades 1-6

The Macmillan Company

60 Fifth Ave. New York 11 — 2459 Prairie Ave. Chicago 16 — 1360 Spring St. N.W. Atlanta 9

501-7 Elm St. Dallas 2 — 111 New Montgomery St. San Francisco 5

AUTHENTIC FOLK MUSIC

AVAILABLE NOW IN 33 1/3 LP RECORDS
FROM THE WORLD'S LEADING PRODUCER

BACKGROUND MUSIC
FOR THE HOME MOVIE FANS

WONDERFUL COLLECTORS ITEMS
RECORDED ON THE SPOT

music of over 200 peoples

American Indian, Arabia, Argentine, Armenia, Australia, Bahama, Burma, Canada, Congo, Cuba, England, Eskimo, France, Greece, Haiti, Hindu, India, Ireland, Italy, Japan, Jewish, Korea, Liberia, Mexico, Negro, Nigeria, Pakistan, Peru, Rumania, Russia, Spain, Switzerland, Yugoslavia.

LIST PRICE: 10" Record $4.25
12" Record $5.95

USUAL DEALERS DISCOUNT

Write for free catalog and price list

FOLKWAYS RECORDS
117 W. 46th St., N.Y.C. 36, N.Y.

Louis de Rochemont
presents

SUEZ CANAL

(Story behind Today's Headlines)

RENTAL:
16mm. Black & White 18 Min. ..... $ 6.00
16mm. Color 18 Min. 10.00

SALE:
Color: $100.00 Black & White: $60.00

Send for Free Teaching Guide and Complete Catalog

Louis de Rochemont Assoc.
Film Library Dept. JG
13 East 37th St., N. Y. 16, N.Y. MUrray Hill 4-0204

MAKE 1957

A prosperous and profitable year for yourself and our advertisers. Get acquainted with and purchase the splendid products brought to your attention in the JOURNAL. Recommend them to others. Buy from those who buy from us.

EDITOR

D-G PHYSICAL-POLITICAL MAP SERIES

Each 44 x 58 inches

New Editions

J7rp E. Hemisphere (*illustrated above*)
J8rp W. Hemisphere (*illustrated at right*)

The most basic and generally useful classroom maps. They supply the fundamental groundwork for regional and continental studies.

They feature a new graphic-pictorial type legend, developed as a result of tests carried on in classrooms over a period of time.

Those marked with * comprise the Global View Map Set, which presents seventeen views necessary for effective teaching of global relationships.

Map Number	Title	Miles to Inch
J1rp	U. S. AND POSS., MEXICO	75
J2rp	EUROPE	75
J3rp	ASIA	150
J4rp	AFRICA	115
J5rp	NORTH AMERICA	115
J6rp	SOUTH AMERICA	115
J7rp*	EASTERN HEMISPHERE	300
J8rp*	WESTERN HEMISPHERE	300
J9rp*	WORLD, PHYS.-POL., COMM'L.	600
J10rp	AUSTRALIA AND THE PHILIPPINES	75
J11Erp	EAST CANADA	50
J11Wrp	WEST CANADA	50
J171rp	EASTERN UNITED STATES	35
J177rp	WESTERN UNITED STATES	35
J57*	POLAR AIR AGE WORLD	400
J100N*	GEOGRAPHICAL TERMS	

Write for Circular G2c

Maps • Globes
Charts
Atlases • Pictures

DENOYER-GEPPERT CO.
5235 Ravenswood Ave., Chicago 40, Ill.

Deal with those who deal with us—Write Our Advertisers

AN INTRODUCTION TO WORLD GEOGRAPHY

edited by GEORGE KISH, University of Michigan

This popular text, a regional geography of the world, is organized on the basis of continents and their major subdivisions. These subdivisions are described as political units, thus giving a realistic picture of our world today.

Outstanding Features

1) *Organization:* realistic in recognizing that continents and political divisions within them are the most meaningful and useful geographic ideas for beginning students.

2) *Straight descriptive approach:* making it highly teachable, flexible, and adaptable to various kinds of courses.

3) *Authoritative:* every contributor (there are 11) is a specialist in the area about which he has written.

4) *Outstanding bibliography*

634 pages • 7" x 9-¾" • Published 1956

ATLAS OF THE WORLD'S RESOURCES: Vol. I

The Agricultural Resources of the World

by WILLIAM VAN ROYAN, University of Maryland, in cooperation with U.S. Dept. of Agriculture (Published for the University of Maryland)

Here is an overview via maps of the present geographical distribution of agricultural production of the world, both of crops and livestock, with statistical and other data made available by the countries of the world.

The text has been designed to give in brief compass the basic characteristics of each of the products dealt with, the physical-geographic conditions which are most important, as well as location and extent of chief producing regions.

258 pages • 15½" x 12¼" • maps and graphs
Text list $10.00 • Published 1954

ATLAS OF THE WORLD'S RESOURCES: Vol. II

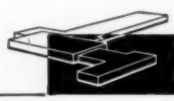
The Mineral Resources of the World

by WILLIAM VAN ROYEN and OLIVER BOWLES, University of Maryland, in collaboration with ELMER W. PEHRSON, Chief of the Bureau of Mines. (Published for the University of Maryland.)

This text is designed to review in succinct form the principal technical factors that enter into exploitation of deposits and their geographic distribution. In the present state of the world the atlas is particularly timely.

Emphasis is focused upon major mineral deposits which are in exploitation at the present time and also upon those which appear to be of such size, quality, and geographic location that they may play an active role in the near future.

180 pages • 15½" x 12¼" • maps and graphs
Text list $9.00 • Published 1952



For approval copies write

Prentice-Hall, Inc. ENGLEWOOD CLIFFS, NEW JERSEY